THE ELEVENTH GRADE STUDENTS' ABILITY IN USING DEMONSTRATIVE PRONOUNS AT SMA SWASTA BINA GUNA TANAH JAWA SIANTAR IN THE ACADEMIC YEAR OF 2021/2022

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ABSTRACT

This study aims to determine whether students are able to use demonstrative pronouns at SMA Bina Guna Tanah Jawa Siantar. This study uses a multiple choice test design with 40 questions. The froblem of this study is the student's ability to use demonstrative pronouns. To answer the formulation of the problem related to the research objectives, the writer applies a quantitative method, namely giving tests to students and formulated in multiple choice items. Data collected through post-test consists of 34 students. The writer uses the total sample technique in this study. It means that all samples in the class are taken. The date results show that there are a total of 32% of all students' answers which can be classified as low and have not reached the minimum score, and the average score of students is 3.0 which means the category is low and students' weaknesses in using pointing pronouns are in *those* because they only get 23%, the weaknesses obtained with the thesis were 25%, followed by 42%, and finally there were those who got 47%, the writer concludes that the weakness of using demonstrative pronouns is in *those*. Based on the findings and discussion, the researcher concluded that the students' ability to use the demonstrative pronoun method was low at SMA Bina Guna Tanah Jawa Siantar.

Keywords: *Grammar, Demonstrative pronouns*

INTRODUCTION

Grammar is an essential language skill and it is important for learning foreign language. Without some understanding of grammar, students would not be able to do anything more than uttering separate items of language for separate function (Harmer 1986: 22). In this case, knowledge about grammar has an effect on the skills especially writing skill, so everyone has to learn grammar first to get a good skill in English. The reason is that the rules we refer to are those that hardly anyone ever thinks about but which allow people to use their language easily and naturally most of the time. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

Writing is a system for symbolizing these symbols. A writing system may be defined as any conventional system of marks or signs that represents the

utterances of a language. Writing renders language visible; while speech is ephemeral, writing is concrete and, by comparison, permanent. Both speaking and writing depend upon the underlying structures of language. Powell (2009: 13) states that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories. That the process begins by thinking about what is going to be written (choosing a topic) and collecting ideas both formally and informally. Writing is a system of markings with a conventional reference that communicates information like the signs on this page. Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. In addition, writing ordinarily cannot be read by someone not familiar with the linguistic structure underlying the oral form of the language.

In writing, mastering grammar is very important. It is a basic of language mastery. Without mastering grammar, the writer will get difficulties on how to use it and the readers cannot catch the writers' message well. As, Langan (2003:18) said grammar can help the students maintain to use of formal English, they feel confident when they speak and write it. However, there are still many students who find difficulty to learn it. One of the reasons is they do not mastery the grammar. Since many years ago, grammar has been burden for them. In their opinion, grammar is the most difficult thing and almost impossible to understand. Consequently, they are lazy to learn it and eventually they cannot use grammar rules in English.

One of grammatical components is parts of speech. Fries (1957:65) classifies the part of speech into eight parts, they are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. In line with fries, Collin (1993:28) pronoun makes statements less repetitive while showing how the subjects and objects of a clause or a series of clauses are connected. According to Carnie (2006: 35) said that parts of speech tell us how a word is going to function in the sentence. In this research, part of speech is the class of word used to form a sentence that has different functions. And he divided the pronoun into eight types; personal pronouns, demonstrative pronoun, possessive pronoun, reflexive pronoun, indefinite pronouns, reciprocal pronouns, and interrogative pronoun.

According to Frank (1972:21) there are four of demonstrative pronouns they are *this, that, these*, and *those*, and demonstrative pronoun is the same pronouns used for demonstrative adjectives. Demonstrative adjective also can be both singular and plural and they refer to nouns that are either nearby or far away in time or space. For example:
- *This red* car is belonging to my mother.
- *That new* sofa looks better.
- *These broken* glasses cut her finger.
- *Those expensive* bags are mine.

From the explanation above, the demonstrative are identical, but a demonstrative pronoun stands alone, while a demonstrative adjective modifies

noun. The difficulties of using demonstrative pronoun found at eleventh-grade of SMA Swasta Bina Guna Tanah Jawa Siantar when the writer did observation. During the teaching learning process and students are given the task, the writer found that most students in the class unable write sentences grammatically. For example, students do not know how to use demonstrative pronoun in sentences and how to arrange demonstrative pronoun in sentences.

The research that is relevant to this research by Arief (2016) concluded that use of Demonstrative Pronouns where is a description about the area of the difficulties faced by the students in using demonstrative pronoun, the researcher concluded that there were 96 items correct answer. It means that 86 items test the students made errors or incorrect answer from 182 items test in using Demonstrative pronoun "this". While in using demonstrative pronoun "that" there were 36 items test correct answer. It means that there were 68 items test the students made errors with and in using Demonstrative pronoun "these" there were 7 items test correct answer and 97 items test the students made errors or faced difficulties. Otherwise in using demonstrative pronoun "those", there were 72 items correct answer and 58 items incorrect answer. There were 47.25% the students face difficulties in using Demonstrative pronoun "this" in sentences correctly. While there were 65.38% the students faced difficulties in using "that". In using demonstrative pronoun "these" there were 93.26% the most error. And there were 44.61% the students faced difficulties in using demonstrative pronoun "those". Second, research Irma in (2013) concluded that Improving the a billity of using demonstrative pronouns, are the objective of this research was to verify that the use of reading text can improve the ability of the seventh grade students at SMP Negeri 6 Palu in using demonstrative pronouns. It applied a pre-experimental research design. The research sample was selected by using a cluster random sampling technique. The sample was 29 students of class VII U 3. The instrument of data collection was a test which was used twice as pre-test and post-test. The data gathered were analyzed statistically. The result of students' mean score in pre-test was 58.62 and the students' mean score in post-test was 95.31. By applying 0.05 level of significance and the degree of freedom 28 (29-1=28), it showed that the t-counted value (23.51) was higher than table value (2.048). It means that the application of reading text can improve the ability of seventh grade students at SMP Negeri 6 Palu in using demonstrative pronouns. Based on the explanation of the research results above, it is concluded that the using demonstrative pronouns shows a decrease in the ability to learn demonstrative pronouns.

This study aims at knowing the students' abilities in using demonstrative pronouns by giving the test for the eleventh-grade students' of SMA Swasta in Bina Guna Tanah Jawa Siantar. The writer choose the eleventh-grade students because they have learned English since the seventh grade, so they have studied demonstrative pronouns in advance. Moreover, the students can understand demonstrative pronouns and do the test easier rather than the seventh grade students. They have an experience in doing English test, so the students can do the

test well. In addition, The writer choose the eleventh-grade students of SMA Swasta in Bina Guna Tanah Jawa Siantar in this study because many students of the school still do not understand how to use demonstrative pronouns in their English sentences.

REVIEW OF LITERATURE
Grammar

According to Newson (2006:2) grammar is a set of rules which tells us how to recognize the infinite number of expressions that constitute the language that we speak. In line with Newson, Kamorava (2001:15), Grammar is also defined as the basis of the unlimited impressibility of human language. According to Penny (1991:76) grammar is one of the important things in English because it is not just to make the sentence good but also it will refer to its meaning. On the other hand Sulaiman (1999:2) argues that grammar is the description of the structure of the language and the way in which linguistics unit such as words and phrases are combined to produce sentences in the language. Grammar is the structure and meaning system of language. According to Fromkin and Rodman (1983: 12), to understand the nature of language, learners must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. It means that grammar has important role for people who want to learn another language.

Knowing grammar means understanding what the text means correctly. Leech, et, al (1986: 4) also define that grammar is a mechanism for putting words together. Thornburry (1994:4) also defines that students' are expected in comprehending written or spoken English, they must know the system rule of grammar of a target language since grammar is a tool for making meaning.

Whereas Cook and Suter (1980:1) states: "Grammar is a set of rules by which people speak or write. These rules are not always understand consciously, and if you ask people what the rules of English grammar are, they would probably offer one or two or say they do not know. Swan (2005:19) states grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. According to Ur (1991:76) "Grammar does not only affect how units of language are combined in order to look right, it also affects their meaning". Supporting his opinion, Knapp and Megan (2005) state, "Grammar is a name for the resources available to users of a language system for producing texts".

Coghill (2003:26) define that the grammar of a language is the set of rules that govern its structure. Grammar regulated how words are organized into meaningful units. According to Greenbaum, (1996:42), there are four grammatical units in grammar theory which consist of words phrases, clause, and sentences. This theory consistute a hierarchy in which the sentence is at the highest level and word is at the lowes level. So, grammar is the study of how words are combinet into phrases clauses and sentences. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious

manipulation of language and choice of appropriate text". From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning. Knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function.

Pronoun

According to Melvin (2014: 34) pronouns designate the person we are speaking about/referring to. Pronoun makes up a small class of word of a very high frequency, the traditional definitive of pronoun is word that takes the place of noun. It is applicable to some types of pronouns but not to others. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity. As we know, the pronoun is one part of speech, a pronoun has a function to replace a person, place, and thing (noun). Pronouns are referring expressions that can be thought of as abbreviated versions of the determined noun phrase. English, like other languages, resists the duplication of nouns in sentences, so it replaces duplicated nouns with what are called pronouns. There are several other types of pronouns: personal, demonstrative, reciprocal, possessive, indefinite, reflexive, and relative".

The word pronoun'comes from the Latin pronomen meaning for a noun'. It is used to avoid complex and clumsy repetition. Stobbe (2008:40) states," That pronoun can be used in place of noun to avoid monotonous repetition. Rozakis (2003:10) states, "Personal Pronoun refers to a specific person, place, object, or thing. It can be concluded that Personal Pronoun can refer to anything. It should not just a person; it can be a place, object, or things. Alsagoff (2008:89) states, "A pronoun stands in place of a noun phrase, or part of a noun phrase when hint to that noun phrase is understandable from the context. He divides pronouns into eight types. There are personal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, and interrogative. While Child said that pronouns refer to and replace nouns (the names of people, places and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader. From the definitions above, the writer makes a conclusion that pronoun is words that have function to substitute noun that have been mentioned in previous to avoid repetition of the noun. He divides pronouns into eight types. There are personal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, and interrogative.

a. Personal pronouns: I, we, he, she, they, it, me, us, him, her, them, you
Examples: The two hungry teenage boys are eating apples.

They are eating some apples. Word "they" replaces a noun phrase "the two

hungry teenage boys".

John admired the woman who dared to stand up against the dictator. John admired **her**. Word "the woman who dared to stand up against the dictator" is substituted with word "her".

b. Possessive pronouns

- as premodifier of noun phrase: my, our, your, her, its, their

- as head of noun phrase: mine, ours, his, hers, theirs, yours

Examples: This pen is **mine**. "Mine" is ownership of "this pen".

I wash my **car** every day. "My" must be accompanied by a noun "car" because it cannot stand alone.

c. Reflexive pronouns: myself, ourselves, yourself, himself, herself, itself, themselves

Examples: I **myself** will personality see to it. "Myself" is for emphasis the sentence, the pronoun is as post-modifier.

The boy blamed **himself**. "Himself" refers to subject "the boy".

d. Reciprocal pronouns: each other, one another.

Examples: They kept looking at **each other** and smiling.

They give **one another** presents when they met at the airport.

e. Demonstrative pronouns: this, that, these, those.

Examples: Some new historical fossil books have been in the library.

Those books often are inquired by students and lecturers.

f. Indefinite pronouns: someone, something, somebody, anyone, anything, everyone

Examples: I must do **something.**

She smiles to **everyone.**

g. Relative pronouns: who, whom, whose, which, that

Examples: The man **who lives next door** is a dentist.

I feel sad for the boy whose dog ran away.

h. Interrogative pronouns: who, whom, whose, which, what

Examples: **What** would you like to have for lunch?

Which do you pick?

Which chair did you pick?

Of the eight pronouns, the writer chose demonstrative pronouns as research material to see students' abilities.

Demonstrative Pronouns

A demonstrative pronoun is a pronoun that uses the number and distance parameters. The pronouns that are replaced are generally in the form of objects, but can also be people or things. Biber et al (2002:98) state that of the four demonstratives pronoun, this and that are singular while these and those are plural. Demonstrative pronouns are pronouns used to replace nouns or noun phrases in a sentence, representing that which is nearby or far away in space or time.

Because demonstrative pronouns are less specific than the nouns or noun phrases they replace, you must use context to clarify what is being referred to. In

spoken English, this can mean having to gesture toward, point to, or look at the thing or things indicated by the demonstrative pronoun. In written English, demonstrative pronouns are usually used to refer to previously mentioned nouns, ideas, or topics.

Here is a complete list of demonstrative pronouns:
- this
- that
- these
- those

A demonstrative pronoun tells us whether it is replacing something singular or plural and whether that thing(s) is close by or farther away.
- This and That Represent Singular Nouns
- This and that replace singular nouns.
- This represents something close.

For example: - This is very smelly.
That represents something farther away.

For example: - You can smell that from here.
These and Those represent plural nouns.
These and those replace plural nouns.
These represents something close.

For example: - These smell rotten.
Those represents something farther away.

For example: - Do not paint those

Functions of Major Demonstrative Pronouns

The most common demonstrative pronouns are this, that, these, and those. Their functions are explained in the following tabel:

Demonstrative Pronoun	Singular/Plural	Nearby/Far Away
This	Singular	Nearby
That	Singular	Far away
These	Plural	Nearby
Those	Plural	Far away

Each of the four major demonstrative pronouns describes something that is either singular or plural and either near or not near to the speaker. For example:
- "This isn't mine." (singular, nearby)
- "Give me that." (singular, not near)
- "These are really gross." (plural, nearby)
- "I forgot to bring those." (plural, not near)

Demonstrative pronouns can also be used to indicate more abstract things, such as chronological events or ideas :

- "I really love this!" (This can possibly represent a physically close thing, a current event, or a recently developed idea.)
- "That was so cool." (That can possibly represent a physically distant thing, a past event, or an old idea.)
- "These are the times I remember to stay calm." (These represents recently occurring events in this sentence, made clear by the word times.)
- "Those were some fantastic days, right?" (Those in this case represents past events, made clear by the word days.)

Though the demonstrative pronouns in the above cases do not refer specifically to physical things, the rules of singular and plural still apply. In other words, you cannot replace this with these or that with those unless the number of things indicated has increased to more than one.

Functions of Other Demonstrative Pronouns

The less commonly used demonstrative pronouns are none, such, and neither. None and such can be used as both singular and plural demonstrative pronouns.

For examples:

- "None of this makes sense." (None is singular because this is singular.)
- "None of the people here seem to like the cake I made." (None is plural because the people is plural).
- "Such is the way of life." (Such is singular because the way of life is singular)
- "Such are the rules." (Such is plural because the rules is plural)

Others claim it can also represent the plural not any. Since none has a long history of being used as both a singular and plural demonstrative pronoun, there is little historical or grammatical basis to support the claim that it can only be treated as singular.

On the other hand, neither is always treated as a singular demonstrative pronoun, regardless of the presence of any plural nouns:

- "Neither sounds good to me." (correct)
- "I think neither of the twins wants a babysitter." (correct)
- "Neither of his parents work at the firm." (incorrect)

Describing People With Demonstrative

Demonstrative pronouns always represent nouns, typically things, places, events, ideas, and animals. In certain cases, however, some of these pronouns may also be used to describe people. This can only be done when the person is identified by the pronoun's antecedent within the same sentence. For example:

- "That is Amy standing by the door."
- "This must be Jake."
- "That appears to be the woman I saw earlier."
- "Who is that?"

- "Go talk to that." (incorrect; no antecedent)
- "Go talk to that woman." (correct)
- "That is quite handsome." (incorrect; no antecedent)
- "That man is quite handsome." (correct)

The demonstrative determines this and that and their plural forms these and those can appear by themselves, without any accompanying nouns. When they do, they are called demonstrative pronouns. Demonstrative pronouns indicate physical or emotional closeness (this, these). Or distance (that, those) between the speaker or writer and the antecedent of the pronoun. Sometimes the closeness or distance can be of time, as in this morning and those days. The following sentences illustrate the use of demonstrative pronouns, which are underlined.

English teachers should teach students demonstrative pronouns so that they can easily compare them with other pronouns and this learning is also important, such as this, that, these and those. If students know more about the demonstrative pronoun, it will be easier for them to make a sentence. Pronoun is a word that take the place of noun and applicable to some types of pronouns but not to others, these pronouns that are actual substitutes may refer not only to preceding noun-it antecedent but also to large part of a discourse that precedes. Leech (2006:33) states, "Demonstrative pronoun is showing or pointing out something in the context".

Hartmann and Stork (1973: 183) states, "That the pronoun is a part of the word class it is used for replaces the noun in the noun phrase, that a pronoun is a part of a sentence that is used as a substitute for a noun or a pronoun can determine a noun. From the above definition can be concluded that the pronoun is a part of word class used to replace nouns in a phrase or sentences that serve as defining nouns or as substitute's noun. Aarts (1982: 48) states, That when we discussing pronouns automatically we are talking about formation word class and word class type. They both say that word function objects can be both the subject and the object in a sentence.

- **This**

This word is used to designate a single object whose position is located near us and sometimes near the other person we are talking to as well.

Examples:
a) **This book** is very heavy
b) **This building** is my father's office.
c) I found **this cat** a month ago.

- **These**

The difference is this word is used to designate a plural (more than one) object whose position is located near us.

Examples:
a) **These cakes** were made by my mother.

b) **These books** will be donated to an orphanage.
c) I've been collecting **these stamps** since a year ago.

- That

This word is used as a hint for a single word whose position is far from us.
Examples:
a) **That car** belongs to my neighbor.
b) **That house** is empty.
c) Bella will get on **that train.**

- Those

Describes some plural objects or which are located far away from the person talking about them.
Examples:
a) **Those bottles** are going to be washed.
b) **Those mangoes** weren't ripe yet.
c) My uncle sent **those packages** to my parents.

Demonstrative pronouns points out someone or something. The most common demonstrative pronouns are this (plural these) generally refers to what is near at hand and that (plural those) generally refers to what is farther away.

Ability

Ability is capability or power to do something physically or mentally. In addition, Webster (2004) states that ability means power of performance act physically or mentally. While in heritage illustrated dictionary of English language ability means the full command of some subject of study. Based on the statement above, the writer concludes that ability is the power of understanding matter that involves the mental or physic. It refers to the result of the students after they get some experiences through learning. Besides ability in the final acquisition of something is the process of learning that involves physic or mental. The ability to understand English means that the students are able to understand the grammar knowledge that they accept from their English teacher. Students can understand and use personal pronoun as subject and object in single sentence, so the students should pay attention to learn English grammar.

The writers used multiple choices because they were one of objective test items. An objective test item is any item for which there is a single-predictable correct answer. An objective test item is not only multiple-choice item, but short-answer objective item is also as an objective test item. That these items may require one word answer, such as brief responses to questions (oral or written), or the filling in of missing elements.

RESEARCH DESIGN

This is descriptive research which is to describe the students' ability in using demonstrative pronoun. Descriptive research is the research that as intended to investigate the circumstances, conditions, or the things that have been mentioned. The result is presented by describing and analyzing the data.

Population

The population is a number of people in research. Population is a whole object which will be researched. The researcher would like to generalize the result of the study. The population was all research subjects in class which eleventh grade, the number of students was 34 students. Consist 8 male and 26 female.

Sample

The population of this study was all class eleventh grade students of Bina Guna Siantar for the academic of year 2020/2021. There is only one class for class eleventh grade students in that school. Total population 34 students: 8 male and 26 female.

The Instrument for Collecting the Data

The writer used a grammar test as an instrument for collecting data in the form of a written test. The test consists of 40 questions multiple choices.

Techniques in Analyzing the Data

For the technique of data analysis, the writers applied a qualitative analysis technique. The writer analyzed the students' scores based on the test. The point for each correct answer was 1 and 0 for each incorrect answer. The procedures of analyzing the data can be seen as follows:

1. To know each of students' score individually, the data was calculated by using the following formula:

$$M = \frac{\Sigma x}{N} \text{ x } 100\%$$

Where:
M = individual score
X = correct answer
N = number of item test (Wayan and Sumartana, 1986)

2. To analyze the data, the writers followed the procedure that is suggested by Arikunto (2012:299) as follow:
   - Calculating the percent of students who get high, moderate, and low ability:

$$M = \frac{\Sigma x}{N} \text{ x } 100\%$$

Where:

M = Mean score

∑x = Number of students'

N = Total score

The level students' score will be classified into four levels. The classification can be seen in this following table:

NO	CLASSIFICATIONS	RANGE
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very Poor	0-35

RESEARCH FINDINGS

The writers concluded that the students' ability to used question tags is low. This is because according to Arikunto (2012:299) most of the student's abilities can be classified based on the group. Then the writer calculated the percentage of students with high, medium, and low abilities. The research findings are presented with test analysis while the discussion section deals with the interpretation and explanation of the findings. To find out the students' ability in the test, the students' raw scores were tabulated. After tabulating the raw scores, the researcher determined the scores of each student and their classification. It was proven when the researcher asked them to answer multiple choice questions using demonstrative pronouns, all students did not know the meaning of these, this, that and those.

Based on the results of the research above, the writer divided into four parts of demonstrative pronouns, namely; The first to use *these* there are (25%) of 34 students, based on these percentages can be in the low category. The second one uses *that* there are (47%) of 34 students based on the percentage that can be in the low category. the third using *this*, there are (42%) of 34 students based on the percentage that can be in the low category. the fourth one uses *those* there are (23%) of 34 students based on the percentage that can be in the low category. And based on the Minimum Completeness Criteria, students are categorized as 'able' in using Demonstrative Pronouns if 70% of the total students answer all items correctly. This means that the students of class XI SMA Bina Guna Siantar have not been able to use demonstrative pronouns.

Therefore, based on data analysis, the ability of class XI students of SMA Bina Guna Siantar in using demonstrative pronouns very low which means getting

a bad score, and in the data analysis it is called the low category. Because all the students got scores below 72 which is declared incomplete in the score (KKM) of 34 students who take the test. This means that the students of class XI SMA Bina Guna Siantar have not been able to use demonstrative pronouns.

CONCLUSIONS AND SUGGESTIONS

The conclusion of this study is presented based on the data that has been analyzed in the previous chapter. From all data analysis on the ability of class XI students in using demonstrative pronouns, it can be concluded as follows:

1. Based on the analysis of the data contained in table 1, the writer got the results of all students' total answers as much as 32% which can be categorized as low and have not reached the minimum value, and for the average value of students is 32 which means the low category. So the writer concludes that the eleventh grade SMA Bina Guna is unable to use demonstrative pronouns.
2. The weakness of students in using demonstrative pronouns is in those because they only got 23%, then the weakness is obtained by theses, there are 25%, followed by this 42%, and the last is that's getting 47%, so the writer concludes that the weakness of using demonstratives is in those.
3. Based on the results obtained, the students' ability in demonstrative pronouns is very weak, because the authors found that only 32% could use demonstrative pronouns.

Based on the research findings, several suggestions need to be put forward to have a good quality of teaching and learning process. The writer would like to give some suggestions as follows:

1. For English teachers to master English learning materials, especially the use of demonstrative pronouns and taught to students, the improvement of students increases in the use of pronouns.
2. For students to study harder, and listen to the teacher explain about, do the tasks given by the teacher, so that the learning of demonstrative pronouns increases.
3. Teachers are expected to be able to make effective and interesting teaching strategies so that students can follow the lesson well.

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